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DEPARTMENT OF EDUCATION

Oral Communication in Context
Semester 1 – Quarter 2 - Module 7:
The Communicative Strategies

DEPARTMENT OF EDUCATION

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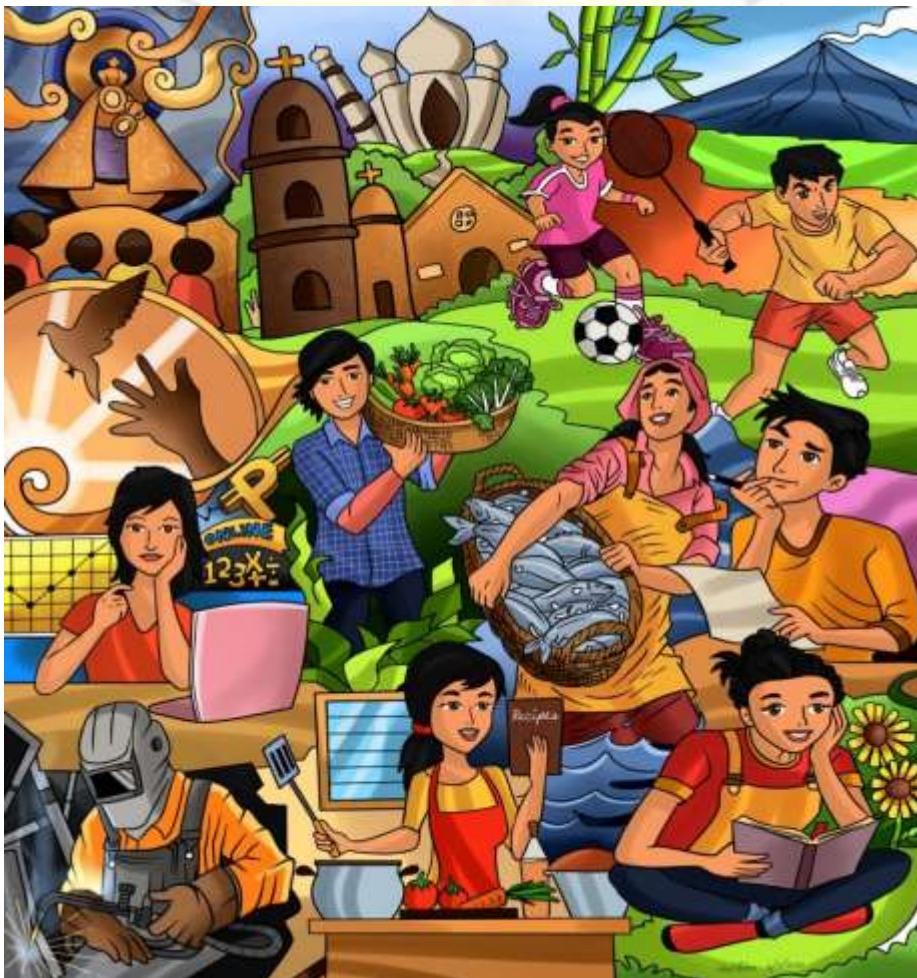
English – Grade 11 – Oral Communication

Semester 1 - Quarter 2 – Module 7: The communicative strategies

Regional Director: Gilbert T. Sadsad

Assistant Regional Director: Jessie L. Amin

Regional Center Site, Rawis, Legazpi City 4500

0917 178 1288

region5@deped.gov.ph

Oral Communication in Context

OVERCOMING COMMUNICATION BREAKDOWN

MELC S1 Q2. *Employs various communicative strategies in different situations*

2nd Quarter, Module 7

Module 7

Overcoming Communication Breakdown

Learning Competency: Employs various communicative strategies in different situations

Lesson I: Communicative Strategies

INTRODUCTION

Communication has always been a give and takes process between participants. We have to consider that the solution of communication problems is the responsibility of both the speaker and listener, therefore correct strategies help to get the right message and receive appropriate feedback.

In our daily lives, there is no ideal speaker no listener of language. As they always say, nobody's perfect. Realistically, no one who can master a language perfectly and use it appropriately in daily conversations. Without a doubt, in the process of communication, we may come across several barriers or problems. To overcome these problems, we have to use some communicative strategies.

OBJECTIVES

After working on the activities in this module, you will be able to:

- ***Employ various communicative strategies in different situations***
1. *Identify the seven (7) communicative strategies: Nomination, Restriction, Turn-Taking, Topic Control, Topic Shifting, Repair and Termination;*
2. *Follow the guidelines in applying the seven (7) communicative strategies;*
3. *Employ communicative strategies to accomplish several activities.*
4. *Use transitional words/phrases to make effective sentences.*
5. *Create meaningful conversations through comic strips, dialogues and interview.*

It is very important to communicate with other people effectively. Do you want to say something, read something, listen to something, or be something? Then you need to have a good vocabulary. This is the bottom line of this module and this activity on the next page:

Activity 1. <u>SOLVE THE PUZZLE</u> (Average):

Direction: Answer this crossword puzzle to reveal some of the difficult words you may encounter in the text. Be guided with the clues provided.

Across:
1. person undergoing a training for a job
5. existing as possibility

Down:
2. set of guidelines or rules
3. systematic plan
4. program to provide practical experience for beginners

Activity 1 - SOLVE THE PUZZLE -- Advance:

Complete the passage using the words from the list below. This will challenge your vocabulary knowledge and comprehension. Do this in your notebook.

- @ **scheme**
- @ **potential**
- @ **policies**
- @ **trainees**
- @ **internship**

.

The Grade 12-Einstein with the track General Academic Strand will be starting their Work Immersion program or _____(1)_____ next month for them to be exposed to the employment world and prepare them for their future careers. The _____(2)_____ are students of Lapu-Lapu National High School that were seen great _____(3)_____ which will make them good employees someday. Their immersion teacher organized an orientation seminar for these students so that they will be aware of the guidelines and the _____(4)_____ of the Work Immersion Program. Ms. Cruz, their Work Immersion Teacher has already crafted a _____(5)_____ on how she will monitor her student trainees.

- • *Do you have any difficulty in communicating with others?*
- • *Do you have an existing social media account like Facebook?*
- • *Are you that confident in updating your status on Facebook? Are you afraid you might not receive some "thumbs up" or "likes" from your tweets or posts?*
- • *Are you scared of sharing your ideas to others? Are you still having a hard time in making a conversation with your classmates or with you teacher?*
- • *Are you afraid of sharing some of thoughts and ideas to your classmates when you are in your social media chat group?*

PRE-TEST Activity 2

Well let's take a look and check on what are the things you need to improve through these communicative strategies.

A. Below you see a box with words in it. Place the word on the space before each statement where it's described best.

|		
Nomination	**Restriction**	**Turn-Taking**
Topic Control	**Communicative Strategies**	
Topic Shifting	**Repair**	**Termination**

1. _____ The primary idea is to give all communicators a chance to speak.
2. _____ When you apply this strategy, you try to open a topic to the people you are communicating with.

3. _____ Keeping the conversation going by asking questions and eliciting responses.
4. _____ These are plans, ways or means of sharing information which are adopted to achieve a particular social, political, psychological and linguistic purpose.
5. _____ Refers to any limitation you have as a speaker.

6. _____ Where part of a conversation ends and also begin.

7. _____ Overcoming communication breakdown to send more comprehensible message.
8. _____ Utilization of verbal and non-verbal signals to end the interaction.

B. Identify the communicative strategy used on the following statements. On the blank, write **N** if the statement shows **Nomination**, **RES** for **Restriction**, **TT** for **Turn-taking**, **TC** for **Topic Control**, **TS** for **Topic Shifting**, **REP** for **Repair** and **T** for **Termination**.

9. _____ The correct pronunciation of Nike is not "nayk" nut "nayki".
10. _____ There's a new local film festival next month!
11. _____ By the way, I found a purse, and it's full of cash!
12. _____ Goodbye and thank you Mr. Torres.
13. _____ They say that the Philippine economy is getting better. Only the stupid thinks that, right?
14. _____ You have the spotlight now.
15. _____ You said that you like milk chocolates, but you also stated that dark chocolates are based from a single ingredient called cacao.

Activity 3. FILL OUT THE FISH

What are the causes and effects of Communication breakdown? Complete the Fish Bone Diagram below. The 1st set is done for you.

NOISE

1. Receiver didn't understand the message.

COMMUNICATION BREAKDOWN
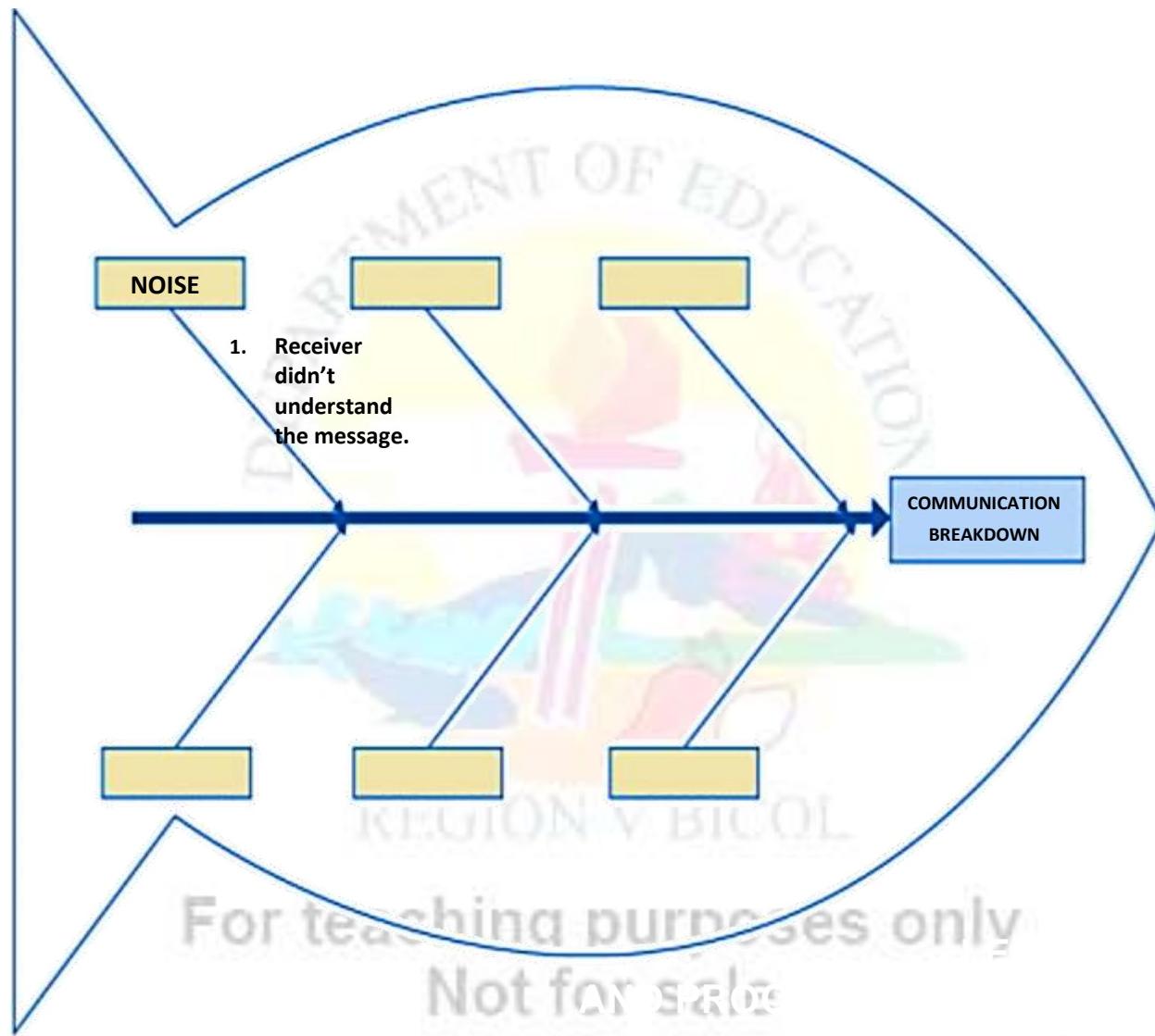
Good job on the first sets of activities! It is nice to remember the previous lessons you have taken from the previous modules. Aren't you excited to learn new ones? Now let's begin..

Activity 4. Search for it!

Search the following underlined words in the word search puzzle. Good luck!

1. A speaker carries out **nomination** to collaboratively and productively establish a topic.
2. & 3 **Restriction** in **communication** refers to any limitation you may have as a speaker.
4. **Turn-taking** pertains to the process by which people decide who takes the conversational floor.
5. Remember that regardless of the formality of the context, **topic control** is achieved cooperatively.
6. **Topic shifting** involves moving from one topic to another.
7. Although, this is the case, always seek to initiate the **repair**.
8. **Termination** refers to the conversation participants' close-initiating expressions that end a topic in a conversation.
9. Knowing and applying grammar appropriately is one of the most basic **strategies** to maintain a conversation.

T	U	R	N	T	A	K	I	N	G	M	V	B	J	E
N	A	L	O	R	T	N	O	C	C	I	P	O	T	C
O	Q	K	T	L	V	U	X	Y	T	B	R	O	O	J
M	Y	D	V	Z	M	J	A	M	L	V	P	M	G	E
I	T	W	K	R	B	I	G	H	S	I	M	X	N	T
N	F	H	Q	W	E	L	E	T	C	U	H	O	V	K
A	V	L	N	B	R	U	R	S	N	D	I	R	N	R
T	B	E	T	A	V	A	H	I	K	T	B	G	E	U
I	U	V	F	U	T	I	C	G	A	D	P	T	Y	X
O	M	I	N	E	F	A	Q	N	H	Z	I	N	L	P
N	F	J	G	T	T	E	I	G	R	E	P	A	I	R
B	Z	I	I	I	N	M	P	M	D	F	B	Z	G	O
L	E	N	O	F	R	B	W	H	K	Y	J	H	S	H
S	G	N	R	E	S	T	R	I	C	T	I	O	N	L
T	Q	A	T	C	I	Z	K	Y	J	W	Y	S	X	G

Did you have fun looking for the highlighted terminologies? To further understand those terms, read below the following lesson as it discusses the seven (7) communicative strategies…
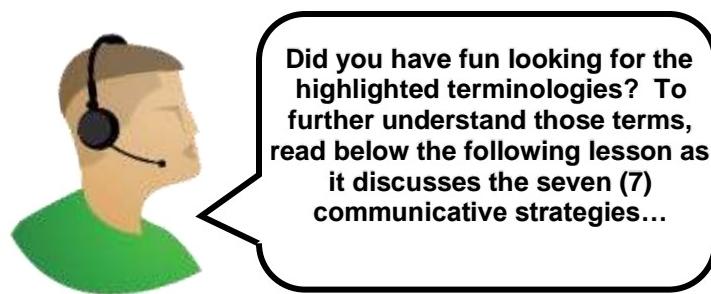
COMMUNICATIVE STRATEGIES, AN INTRODUCTION

A communication strategy is a systematic technique employed by speakers to express their meaning when faced with a language problem or difficulty. Because English may not be our first language, these communicative strategies help us to keep on using the language and communicate effectively with others.

Communicative strategies not only play an important role in communication but they also contribute to second language acquisition. Communicative strategies (CS) can help us to keep the communication channel open, encourage hypothesis formation and automatization.

A communication strategy ensures that all significant information is dispersed to the correct people, both internally and externally. Having all people on the same page is essential to a community or school. [2]

In our daily lives and in our daily conversation with others, we are not aware that we utilize 2 or more Communicative Strategies, more so we don't have any idea what type of communicative strategy is employed. There are seven (7) types of Communication Strategies: *Nomination,   Restriction, Topic Control, Topic Shifting, Turn-Taking, Repair and Termination.*

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[2] Communicative Strategies in Second Language Acquisition. http://www.diva-portal.org/smash/get/diva2:429103/FULLTEXT01.pdf

One of the biggest sources of misunderstandings and communication breakdown is language. By understanding what strategies are helpful, we can help resolve problems and communicate better in English.
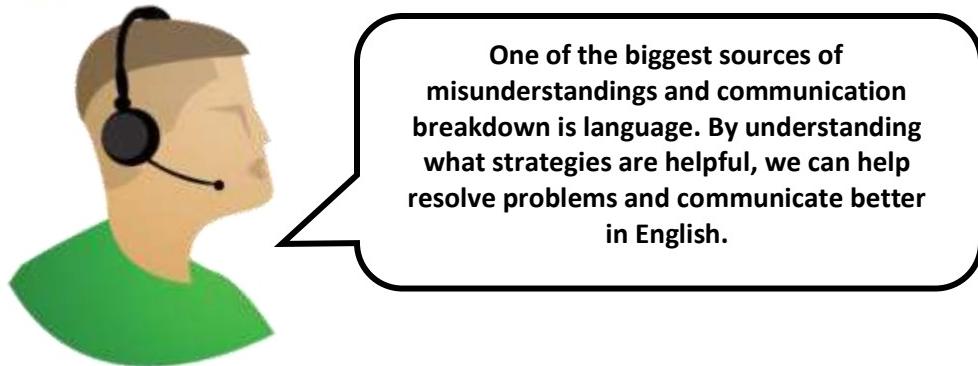
LESSON 1: NOMINATION AND RESTRICTION: In this lesson, you will be learning the first two types: Nomination and Restriction.

NOMINATION is a communicative strategy wherein you present a particular topic clearly, truthfully, and saying only what is relevant. When you are introducing a topic at the beginning of a Communicative Situation, what you are using is the Nomination Strategy. It is a strategy that can also be applied any time during the course of an interaction as a way of continuing the communication. When this strategy is used, the topic is introduced in a clear and truthful manner, stating only what is relevant to keep the interaction focused. So when you are trying to converse with someone or trying to open a conversation with a friend, especially if it does not arise from a previous topic, you may start off with the latest news inquiries and news announcements as they promised extended talk. For example: "Have you noticed the weather lately? I think rainy season is here."

When you would want to begin a topic in a conversation, especially if it does not arise from a previous topic, you may start off with news inquiries and news announcements as they promise extended talk. Most importantly, keep the conversational environment open for opinions until the prior topic shuts down easily and initiates a smooth end. This could efficiently signal the beginning of a new topic in the conversation.

EXAMPLES:

> **Have you noticed the weird weather lately? Is it because of global warming?**

> **Have you felt the earthquake last night?**

> Notice that the speaker carries out **NOMINATION** to collaboratively and productively establish a topic.
>
> When you employ this strategy, you try to open a topic open a topic with the people you are talking to.
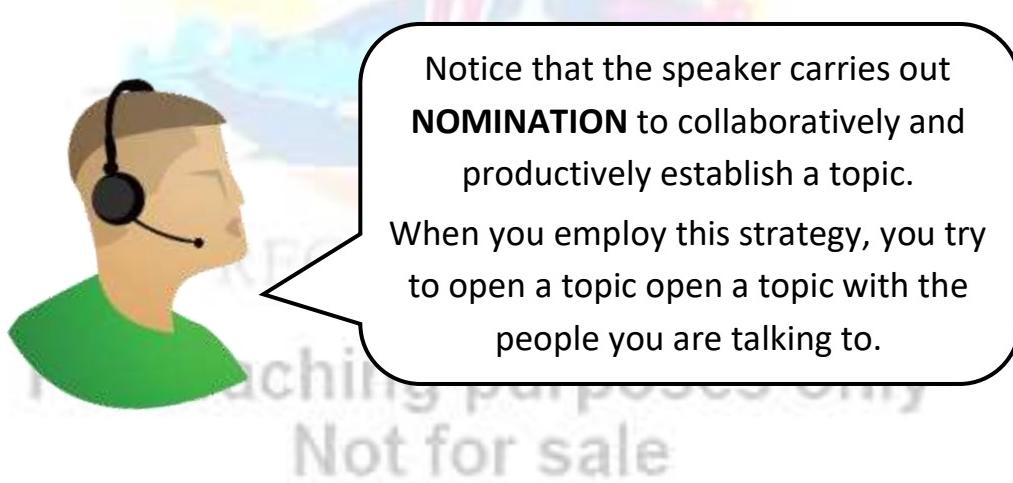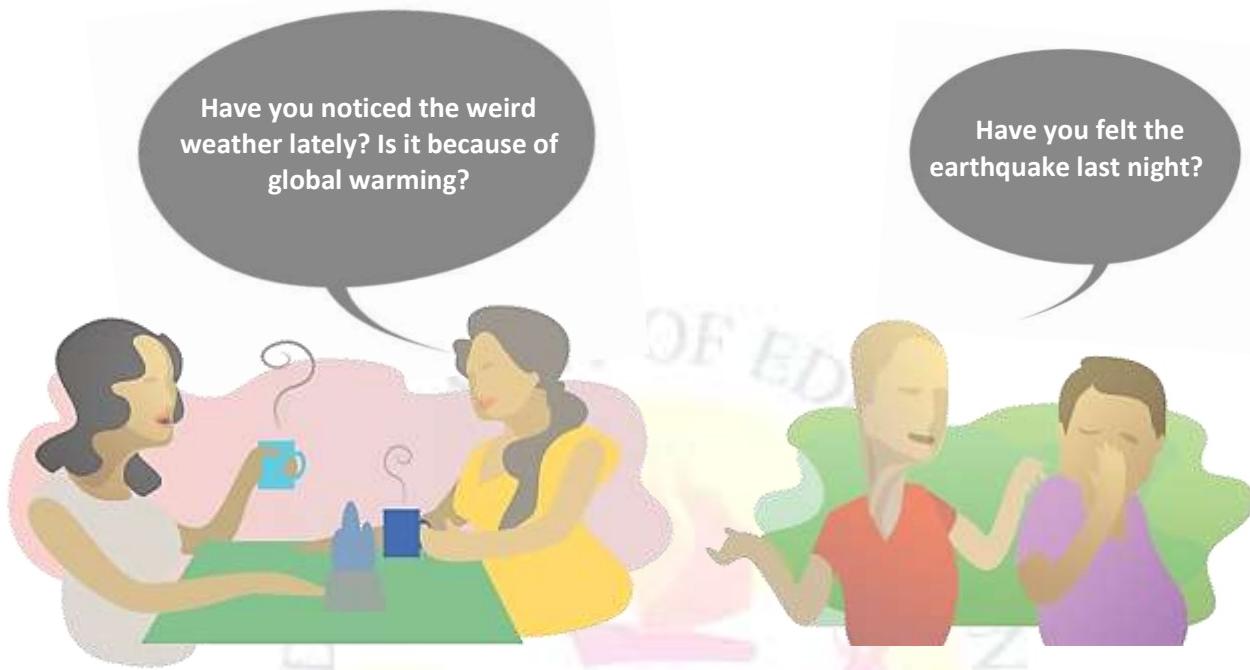
The second type of communicative strategy is called **Restriction** wherein it constrains the response or reaction within a set of categories. It is a strategy that restricts the response of the other person involved in the communication situation. The listener or the receiver is forced to respond only within a set of categories that is made by the speaker or the sender.

Restriction in Communication refers to any limitation you may have as a speaker. This strategy avoids being sideswiped from the topic during a conversation to avoid communication breakdown.

When communicating in the classroom, in a meeting, or while hanging out with your friends, you are typically given specific instructions that you must follow. These instructions confine you as a speaker and limit what you can say.

An example:

Are you prepared for our presentation this afternoon?

Yes!

Yes!

Take for example, you are conversing with any of your family member during ordinary days can be far more casual. Remember to always be on point and avoid sideswiping from the topic during the conversation to avoid communication breakdown.

Activity 5: NOMINATION & RESTRICTION CHECK

AVERAGE:

Read the following statements/situations. On the blank, Check (✔) if the statement/situation shows NOMINATION type of Communicative Strategy and put an ✕ if it is the statement is an example of RESTRICTION type of communicative strategy.

1. _____ Now, it's your turn to ask questions.
2. _____I was late for class again! The MRT stopped midway. What is wrong with the MRT?
3. _____They say that the Philippine economy is getting better. Only the stupid thinks that, right?
4. _____Do you have anything to say?
5. _____When you were asked to deliver a speech in a specific language.
6. _____Mom, I'm engaged.
7. _____In your class, you might be asked by your teacher to brainstorm on peer pressure.
8. _____Have you heard the news about the prettiest girl in school?
9. _____Does that make sense to you?
10. _____That arrest move was a disaster waiting to happen. Do you agree?

ADVANCED:

ACTIVITY 5 AN INFOMERCIAL in a MINI-BROCHURE

Create a short informercial about a tourist spot near you. By employing the communicative strategies Nomination and Restriction, mention the things that make the tourist spot a dream destination. Practice your creativity, draw and scribble to make your mini-brochure. Below are questions to guide you in crafting your brochure.

Guide Questions:
1. Why tourists visit this place?
2. What do many visitors like to do here?
3. What would be best for a day trip?
4. What should one do for a good night out?
5. Where can visitors get the best food?
6. Where can visitors buy their souvenirs?
7. What outdoor activities are famous?
8. What is amazing about the weather?
9. What is the best thing to do here during summer?
10. What do tourists say about this vacation spot?

(An example of a Tourism Infomercial is featured on the next page)

Negros Occidental:
Land of Sweet Surprises

Negros Occidental has a diverse range of ecosystems ranging from tropical rainforests and coastal shores to wetlands, each one having something unique to offer. Mt. Kanlaon dominates the landscape of Negros island with its summit measuring 2,435 meters above sea level.

Mambukal Resort, a provincial government-owned facility, serves as a gateway to Mt. Kanlaon Natural Park. It has cottages for overnight stay and day trips, warm sulfur dipping pools, recreational facilities, and a spa. Because of the combined efforts of the government and the private sector in protecting the roosting colony of endemic Golden-crowned flying foxes in the resort area, it was declared as a Bat Sanctuary in 2015.

Being part of the Sulu-Sulawesi Seascape, the province's natural wonders include white sand beaches and diving sites teeming with marine life located in the network of protected areas in Cauayan, Sipalay, and Hinobaan.

Designated as the 7th Ramsar Site in the Philippines, the Negros Occidental Coastal Wetlands Conservation Area lies along 110 kilometers of coastline covering seven municipalities, namely Pulupandan, Valladolid, San Enrique, Pontevedra, Hinigaran, Binalbagan and Ilog. It hosts three globally threatened marine turtles, the critically endangered Hawksbill turtle, and the vulnerable Olive ridley turtle; the globally endangered Great Knot, Far Eastern Curlew, and Spotted Greenshank; and two vulnerable species including the Philippine duck and Chinese egret.

Leading the way in green technology, Negros Occidental is harnessing its renewable energy sources ranging from solar to hydro power. It has an existing bio-ethanol plant in San Carlos and solar power plants in the cities of Silay, San Carlos, Manapla, and Cadiz.

The province's diversification efforts and its priority agenda are focused on Food Security and Agricultural Productivity. It is seriously developing its rice and corn industries and positioning livestock as its second major industry, next to sugar. It is also targeting to be a major player in the world market for organic agriculture. It is also the top producing province of blue swimming crab in the country.

Also referred to as a major culinary destination, one can feast on fresh seafood and vegetable delicacies, local sweets such as piaya and napoleones, and much more. Several dishes are interestingly curated in the well-preserved ancestral houses in Silay, Manapla, and Talisay.

Negrenses with their endearing lilting accent are warm and friendly. Its lush green fields of sugarcane and its sustainable diversification program, its rich culture and gustatory delight, and its endemic flora and fauna are sure to make a sweet surprise.

MT. KANLAON

FLAME-TEMPLED BABBLER
Nelson Tan

CATHEDRAL FALLS POWER PLANT

SOUTHEAST ASIA
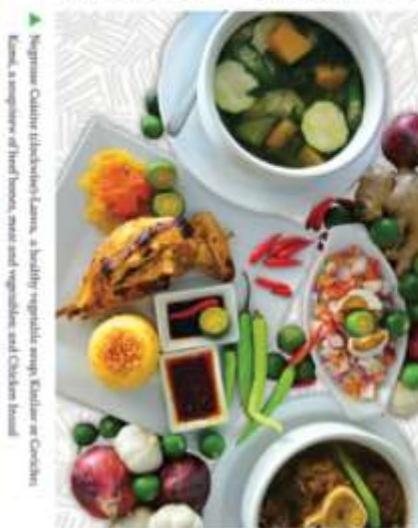
► Negrense Cuisine (clockwise) Laswa, a healthy vegetable soup; Kansi, a mixture of beef bones, meat and vegetables; and Chicken Inasal

► Bacolod, the capital city of Negros Occidental, can be reached via an hour flight either from Manila, Davao, Cagayan de Oro, or Clark and 30 minutes from Cebu.

Can you envision yourself talking to any of your family member about the new scheme in school due to the current health crisis our country is facing?

Can you imagine yourself not understood by the person you're talking to whether on the phone or in any social media platforms?

Are you equipped for a Job Interview
Or a College Admissions Interview?
How do you prepare for it?

What are your plans after Senior High School? What course are you planning to take in College?

Activity 6: Below is an excerpt from an Example Interview Transcript[1]. Read the dialogue between the interviewer and the interviewee. Other information and names on the script were modified for contextualization purposes. Take note of the NOMINATION AND RESTRICTION -- communication strategies evident in the interview script.

EXAMPLE INTERVIEW TRANSCRIPT

INTERVIEWER*: Thank you for coming to see us for your interview today, James. How was your journey, did you have any trouble finding us?*

INTERVIEWEE*: My journey was fine thank you, Miss Perez. The instructions I received for my interview made it really easy to get here. It's nice to meet you.*

INTERVIEWER*:*
You too, James. Please have a seat and I will tell you about what's going to happen during your interview. As you know, I am the manager of the department you have applied to. I'll begin by giving you some more information about our graduate training scheme and I'll then be asking you some questions to find out more about your potential for the role, does that sound ok?

INTERVIEWEE*: Yes that sounds fine, thank you.*

INTERVIEWER*: Great. Our graduate training scheme is a two-year programme of training and development but you will be given responsibility from the very beginning and expected to use your initiative on your projects. Senior management have an open door policy for graduate trainees, so you can ask questions and discuss ideas, and you will also be allocated a mentor who will be a member of the team and have recently completed the graduate training scheme. You will also have regular training days and will start to work towards an accredited professional diploma in Management Studies with our support. The scheme is very successful and at the end of the two years you would ideally be ready to move into a junior management role in the team. Is there anything more you'd like to know about the scheme?*

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[1]Purshouse, Craig. "Wilsher v Essex Area Health Authority [1988] 1 AC 1074." *Law Trove*, 2018. https://doi.org/10.1093/he/9780191866128.003.0051.

INTERVIEWEE: *Not at the moment, what you've outlined sounds great. I'm very interested in this opportunity based on what I've read about it and what you've said today.*

INTERVIEWER: *That's good, let's get started then. Can you please tell me a bit about yourself, James?*

INTERVIEWEE: *Of course. I am about to graduate the Senior High School program and plan to finish a College Degree. Luckily having decided on the career route I wanted to pursue at that stage meant I could use my time at university to continue building relevant experience and ensure I developed all the important skills I'd need to progress in addition to gaining the right knowledge through my studies. I seized every opportunity to get involved in activities that were interesting to me while at the same time presenting an opportunity to improve myself. I took on some positions of responsibility, such as leading a team for a project and acting as secretary of a society and found I had quite strong leadership skills. When I applied for this role, I could see that my background is a very good match to the requirements, and that it relates quite strongly to the internship I completed last summer, so I can see myself really fitting in well here.*

INTERVIEWER: *Thank you, James. It's good to hear that you are really interested the job. Can you please tell me a bit more about what attracts you to working for XYZ Ltd and what you think you can bring to the role?......*

INTERVIEWEE: *During my second year at University I started to research companies offering opportunities matching my career interests and XYZ Ltd. really stood out for me for a number of reasons. There seems to be a real focus on team working while at the same time I know I would be expected to work independently and accept responsibility early on in my career. As I mentioned in my application, I perceive XYZ Ltd. to be an industry leader and I feel that the company values relate to things I also feel passionate about, in particular supporting the local community. Having spent almost two years as a volunteer with The Anonymous Foundation during my time at university I am keen to be involved in further voluntary activity. I also had the opportunity to speak to some members of your recruitment team at the Options careers fair organized by the Employability & Careers Centre at the University and was really impressed by what they had to say about the culture at XYX Ltd. and their own experiences of working here. In terms of what I could bring to the role, having looked at your expectations of employees and read some of the staff profiles on your website, I'm confident I have the right*

qualities to fit in well at XYZ Ltd. and that I have all the knowledge, skills and experience you require. In particular, I am confident that I could apply the experience I gained through my internship immediately in this role, such as taking responsibility for a project and communicating effectively with senior management…

COMPREHENSION CHECK

1. Who started the interview? How did the interview go?
2. What were the limitations of the questions being asked?
3. How did the applicant respond to the questions?
4. If you were the Interviewer, what are the questions that you would want to change?
5. If you were the Interviewee, will you have different responses from the questions given by the interviewer?
6. What were the aspects considered by the applicants in answering the questions?

PRACTICE MAKES PERFECT

Activity 7. MAKE YOUR INTERVIEW SCRIPT:

During this COVID-19 Pandemic, Job Interviews are set-up by companies to adhere to the protocols and guidelines in practicing Social Distancing. Some employers use online Video Conferencing Softwares or Apps but it requires an Internet Connection for both parties. However, some companies use the old school "Phone Interview".

Picture yourself as an Employer or an Employee. Make your own interview script using the template on the next page.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Awesome! You did great!
Now you are ready for the
our next lesson.
Let's discuss, the third
Communicative Strategy…
TURN TAKING…

LESSON 2: TURN-TAKING

Turn-taking pertains to the process by which people decide who takes the conversational floor. There is a code of behavior behind establishing and sustaining a productive conversation, but the primary idea is to give all communicators a chance to speak.

Turn-taking Communicative Strategy requires that each Speaker speaks only when it is his/her turn during interaction. Knowing when to talk depends on watching out for the verbal and nonverbal cues that signal the next Speaker that the previous Speaker has finished or the topic under discussion has been exhausted and a new topic may be introduced. At the same time, it also means that others should be given the opportunity to take turn. Turn-taking Communicative Strategy uses either an informal approach (just jump in and start talking) or a formal approach (permission to speak is requested).

Sometimes people are given unequal opportunities to talk because others take much time during the conversation. Turn-taking pertains to the process by which people decide who take the conversational floor. There is a code of behavior behind establishing and sustaining a productive conversation but the primary idea is to give all communicators a chance to speak.

EXAMPLES:

May I have the floor, sir? The topic under discussion is the state of the Philippine economy today.

You have Spotlight now.

Excuse me? I think we should speak one at a time, so we can clearly understand what we want to say about the topic.

Go on with your ideas. I'll let you finish first before I say something.

I agree with the point just made. But may I add that OFWs would rather be home and work here so they could be with their families.

Can we all listen to the one who is talking in front of us?

Remember to keep your words relevant and reasonably short enough to express your views or feelings. Try to be polite even if you are not trying to take the floor from another speaker. Do not hog the conversation and talk incessantly without letting the other party air out their own ideas. To acknowledge others, you may employ visual signals like a nod, a look, or a step back, and you could accompany these signals with spoken cue such as "What do you think?" or "You wanted to say something?"

Through a video conferencing application, The Grade 11-GAS Classroom Officers are having a meeting. Michael, the class president presides the Meeting. The attendees are Victor (Vice President), Eleanor (Secretary), Johnson (Treasurer) and Mary (Business Manager).

ACTIVITY 8. CLASS OFFICERS MEETING:
Below is the transcription of their meeting:

Michael: *Good afternoon fellow officers. 'hope you are all doing well in these trying times. I am Michael, your class President and I will be your facilitator and moderator for this meeting. We also have here the Vice President Victor, Eleanor the Secretary, Johnson the Treasurer and our Business Manager, Mary.*

Before we start, may I share to you some rules in Video Conference Meeting: (1) Be on time. (2) Make sure your phone or device is on "mute" when not speaking. (3) Don't interrupt. (4)Reach out to the speaker or moderator after the presentation if you'd like more insights, or to let them know you enjoyed the conference. (5) Ensure your technology works correctly. (6) Wear work-appropriate clothing.

Is everything clear? Can everybody show me a "Thumbs-up"?
Okay. Let's start with our meeting. So we want to come up with a strategy on how are we going to help out the class adviser and students when it comes to disseminating information. Any suggestions?

Mary: *Michael, may I suggest that Eleanor, the class secretary must collect and retrieve the contact numbers of all the students in our class. They have to….*
(Eleanor was interrupted by Johnson)

Johnson: *I'm sorry, but not all of our classmates have their own cellphones!*
(Michael, muted Johnson so he can speak)

Michael: *May I remind everyone the third rule. "Do not interrupt." If someone's is talking, make sure to listen. You will be given a chance to talk or be given ample time to air your side. Is that clear? Thank you. Mary, you may continue.*

Mary: *Our classmates have to coordinate with the secretary and give their contact information. I assume that every household now, has at least one cellphone, correct me If I'm wrong…*

Michael: *Does anyone, wish to speak?*
(Victor, raises his hand, so Michael unmuted him.)
Now, we recognize our Class Vice President, Victor.

Victor: *Thank you Michael. I agree, with Mary. In order for us to inform everybody about important announcements, notices, advisories coming from the School Admin., we have to retrieve the contact numbers of everybody.*
(Eleanor interrupts Victor.)

Eleanor: *I'm sorry Victor but you are becoming redundant. Mary had already suggested that. You don't need to repeat whatever she says.*

Michael: *Again, let me remind you about Rule #3. Don't interrupt. If you want to say something, please wait until you are recognized. Victor, you may continue.*

Victor: *The class secretary together with the P.I.O shall be the ones responsible in ' giving the necessary information. Not only that, with this new scheme, everybody will be informed on the latest updates even they are in the comfort of their own homes.*

Eleanor: *That is correct Victor. Now I have 12 students with contact information. I still have to retrieve 10. I'll do it tomorrow. Thank you.*

Michael: *Thank you for those insights, and thank you Madam Secretary for the update. Does anybody here wishes to say something?*

Johnson: *Yes, Mike. I want to apologize for not following the rules you have given. I also want to inform you that as a Class Officer, I will be helping Eleanor out in retrieving the contact information of the rest of our classmates. Rest assured that we will have all the needed information before the week ends. Back to you Mr. President.*

Michael: *That is very humbling of you Johnson. Anyway, thank you for offering help to Eleanor.*

Our next virtual meeting would be next week. Please be online 10 minutes before 10 am. I will be sending the minutes of this meeting through your emails. Thank you very much for your attendance and participation. Have a good day.

- *End of Meeting* -

COMPREHENSION CHECK

1. Who was the facilitator or the moderator of the meeting?
2. Who were the other participants of the meeting?
3. What was the video conference all about?
4. What are the basic rules in video conference meeting?
5. Were these rules strictly followed by the participants?
6. How did the moderator/facilitator handled the unruly participants?
7. Did the conference meeting meet the objective?
8. Why is the communicative strategy "turn-taking" important in conferences/meetings?

ACTIVITY 9. In the tablet below, please enumerate the advantages and disadvantages of turn-taking.

Advantages	Disadvantages

That was cool! Learning from isn't that bad, right? At least you have more time to ponder on some things and reflect on your learnings.
So far, we are have discussed 3 communicative strategies, let's get to know two more. Topic Control & Topic Shifting.

Whenever you find yourself in a conversation, you know that there will be occasions when someone will attempt to change the topic and you must learn how to deal with this in a good way. For instance, when you sit down for your job interview, the prospective employer may move the conversation along before you are even ready. Upon completing this lesson you will have opportunities to assess your usual methods of communication, and prepare for speaking activities that will hone your use of communicative strategies for the job fair and beyond.

Bear in mind that in previous lessons meetings had some practice on a few communicative strategies for the beginning of conversations. Have you thought about how you perform or behave in your everyday dealings with people?

LESSON 3: TOPIC CONTROL AND TOPIC SHIFTING

TOPIC CONTROL— keeping the interaction going be asking questions and eliciting a response. After the Nomination Communicative Strategy, the interaction is kept going by using the Topic Control Communicative Strategy. This is simply a question-answer formula that moves the discussion forward.

This is also allows the Listener or other participants to take turns, contribute ideas and continue the discussion.

Topic control covers how procedural formality or informality affects the development of topic in conversations. This only means that when a topic is initiated, it should be collectively developed by avoiding unnecessary interruptions and topic shifts.

EXAMPLE:

PHOTO CREDIT: www.boughtCO.com 24

Remember that regardless of the formality of the context, topic control is achieved cooperatively. This only means that when a topic is initiated, it should be collectively developed by avoiding unnecessary interruptions and topic shifts. You can make yourself actively involved in a conversation without overly dominating it by using minimal responses like "Okay", "Go on"; asking questions to clarify information briefly like "You are excited, aren't you?". It was unexpected, wasn't it?"

Other examples

- *How do you often ride the MRT, Tony? How many times have you encountered a stoppage service?*

- *You said that you like milk chocolates, but you also stated that dark chocolates tastes good. So do you know that all chocolates are based from a single ingredient called cacao?*

- *"Hi! How are you? What have you been doing lately? How's you family? When are you coming for a visit?*

TRY IT OUT!

ACTIVITY 10.

Complete this comic strip by employing the communicative strategy, TOPIC CONTROL.
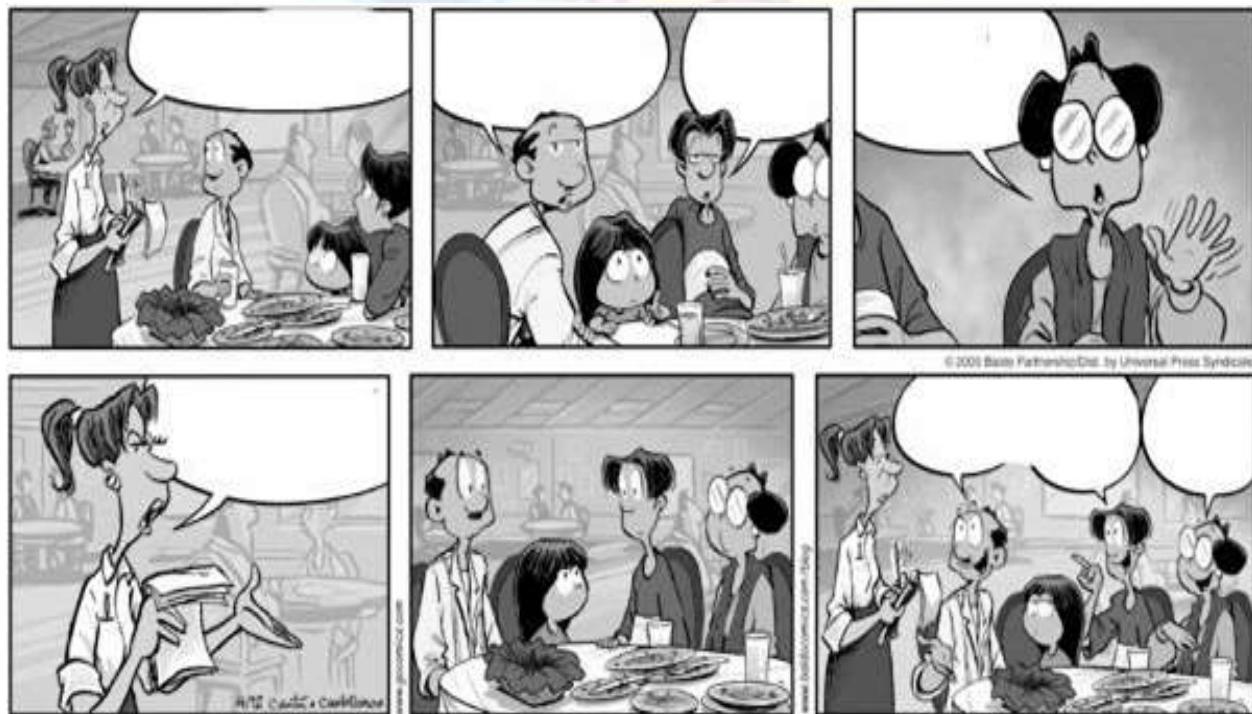
Wow!
I am pretty you sure you enjoyed filling out and completing the comic strip!
Can make a comic strip from scratch?
Now, that would be one of your challenges over the next set of activities…. But before that, let me discuss to you TOPIC SHIFTING.

TOPIC SHIFTING is a communicative strategy that introduces a new topic followed by the continuation of that topic. This strategy works best when there is follow-through so that new topic continues to be discussed. This is also used in Repair Communicative Strategy.

Topic Shifting, as the name suggests, involves moving from one topic to another. in other words, it is where one part of a conversation ends and where another begins.

— Examples:
* This is a battle with corporations that continue to pollute the environment. But this is also a battle with man himself, who continues to act as if there is another Earth we can move to once this Earth dies.
* If we cannot use the Earth's resources, our economies will die. We need to choose: the economy or the environment.
* By the way, there's a new shop opening at the mall.
    * In addition to what you said about the beautiful girl is that she is also smart.

Wow, that's amazing! Where did you find it?

Do you know that it's haunted? It is said that a family has been killed at the same spot during the 1900s.

I found a treasure chest, and it's heavy!

At the backyard of an abandoned house.

When shifting from one topic to another, you have to be very intuitive. Make sure that the previous topic was nurtured enough to generate adequate views. You may also use effective conversational transitions to indicate a shift like "By the way," "In addition to what you said," "Which reminds me of," and the like. Are you ready to learn more of these transitional words and phrases so that you can be more confident in conversing in English?

GRAMMAR & USAGE

Transition words and phrases are vital devices for each and every one of us most especially when we write sentences, paragraphs, essays, term papers, research papers, or other literary compositions. They improve the connections and transitions between sentences and paragraphs. They thus give the text a logical organization and structure. [2]

These transition words are used with a special rule for punctuation: a semicolon or a period is used after the first 'sentence', and a comma is almost always used to set off the transition word from the second 'sentence'.

Here some of the transitional words/phrases grouped according to their purpose:

Some of the more commonly used connectives are listed below. Note especially how these **connections function to develop, relate, connect and move ideas**.

1. To signal *addition* of ideas	and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, another
2. To signal *time*	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently
3. To signal *order* or *sequence*	first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually
4. To signify *space* and *place*	above, behind, below, beyond, here, there, to the right (left), nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the tip, across the hall, at this point, adjacent to
5. To signal an *example*	for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, just as important, similarly, in the same way
6. To show *results*	as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this
7. To signal *purpose*	to this end, for this purpose, with this in mind, for this reason, for these reasons
8. To signal *comparisons*	like, in the same (like) manner or way, similarly
9. To indicate *contrast*	but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, of course, on the contrary, or, in spite of this, actually, a year ago, now, notwithstanding, for all that, strangely enough, ironically

[2] Possel, H. (n.d.). Transition Words. Retrieved June 23, 2020, from https://www.smart-words.org/linking-words/transition-words.htm

10. To signal *alternatives*, *exceptions*, and *objections*	although, though, while, despite, to be sure, it is true, true, I grant, granted, I admit, admittedly, doubtless, I concede, regardless
11. To *dispute*	it isn't true that, people are wrong who say that, deny that, be that as it may, by the same token, no doubt, we often hear it said, many people claim, many people suppose, it used to be thought, in any case
12. To *intensify*	above all, first and foremost, importantly, again, to be sure, indeed, in fact, as a matter of fact, as I have said, as has been noted
13. To *summarize* or *repeat*	in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see

EXERCISES

ACTIVITY 11

AVERAGE:

Circle the letter that correctly identifies the nature of the underlined transition in each of the following sentences.

1. The water sources of Daraga Water District broke this morning, <u>so</u> several businesses had no water for hours.

a. addition
b. cause and effect
c. comparison
d. time

2. <u>Even though</u> most Filipinos are primarily concerned about COVID-19 as it exists in the Philippines, it should be remembered that it is now nearly a worldwide disease.

a. addition
b. cause and effect
c. comparison
d. contrast

3. Larry will probably be a late bloomer socially, <u>just like</u> his older brothers.

a. cause and effect
b. comparison
c. contrast
d. time

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4. There are ways you can make boring tasks more pleasant. <u>For instance</u>, bring a portable radio and listen to music on the earphones while you work.

a. cause and effect
b. comparison
c. contrast
d. illustration/example

5. The lazy checkout clerk forced the six-pack of cola into the bottom of the bag, tearing it. <u>Then</u> she shrugged her shoulders and said, "I guess you'll have to carry the bag from the bottom."

a. comparison
b. contrast
c. illustration/example
d. time

6. Science-fiction writer Arthur C. Clarke correctly predicted that satellites would be used for communication. <u>Moreover</u>, in 1947 he correctly predicted that 1959 would be the year the first rocket to the moon was launched.

a. addition
b. cause and effect
c. contrast
d. time

7. Some people in Legazpi built their houses very close to the shoreline. <u>Consequently</u>, they have had to spend a lot of money trying to protect their property from the sea.

a. addition
b. cause and effect
c. contrast
d. illustration/example

8. Running in the Boulevard can make people more aware of their physical surroundings, <u>such as</u> the scent of sea breeze or the calmness of the Albay Gulf.

a. addition
b. cause and effect
c. contrast
d. illustration/example

9. Residents complain bitterly about potholes in the streets and sloppy trash pick-up, <u>yet</u> these same people resist paying higher taxes for the improvement of these services.

a. comparison
b. contrast
c. illustration/example
d. time

10.Telephone interviewing allows for a large number of responses in a short time and at relatively low cost. <u>Moreover</u>, the method permits interviewers to reach respondents at specific times of the day; this is an important consideration in the study of radio and TV listening habits.

a. addition
b. comparison
c. contrast
d. time

ADVANCED:

Circle the letter of the word that correctly identifies the appropriate transition word or phrase. Then underline the kind of transition used.

1. _____ the invention of television, people probably spent more of their leisure time reading.
   a. Because   b. Before   c. Nevertheless

   The transition word indicates: addition   cause and effect   time

2. If you're having company for dinner, try to get as much done in advance as possible. _____, set the table the day before.
   a. For instance   b. In contrast   c. Similarly

   The transition word indicates: illustration/example   comparison   contrast

3. _____ I'm very allergic to flowers, my boyfriend bought a bouquet of roses.
   a. Until   b. Because   c. Even though

   The transition word indicates: time   contrast   addition

4. My grandfather loves to say, "You're as nervous _____ a long-tailed cat in a roomful of rocking chairs."
   a. after   b. as   c. as a result

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The transition word indicates: cause and effect   time   comparison

5. _____ Manny's car stereo was on full blast, I could see his lips moving, but I had no idea what he was saying.
   a. Moreover   b. Because   c. Just as

The transition word indicates: comparison   addition   cause and effect
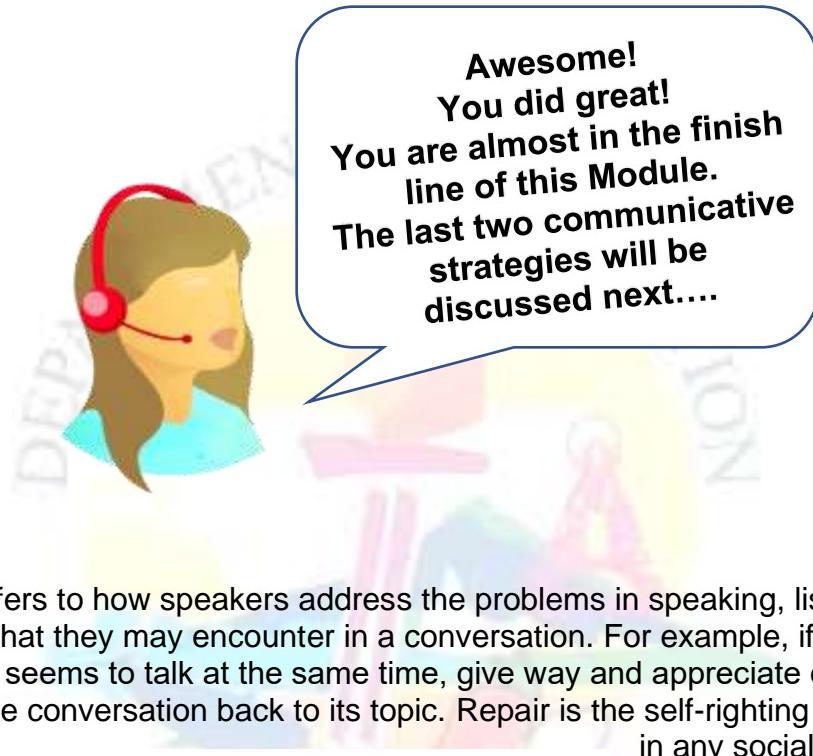
> Awesome!
> You did great!
> You are almost in the finish line of this Module.
> The last two communicative strategies will be discussed next....

Repair refers to how speakers address the problems in speaking, listening, and comprehending that they may encounter in a conversation. For example, if everybody in the conversation seems to talk at the same time, give way and appreciate other's initiative to set the conversation back to its topic. Repair is the self-righting mechanism in any social interaction. If there is a problem in understanding the conversation, speakers will always try to address and correct it. Although this is the case, always seek to initiate the repair.
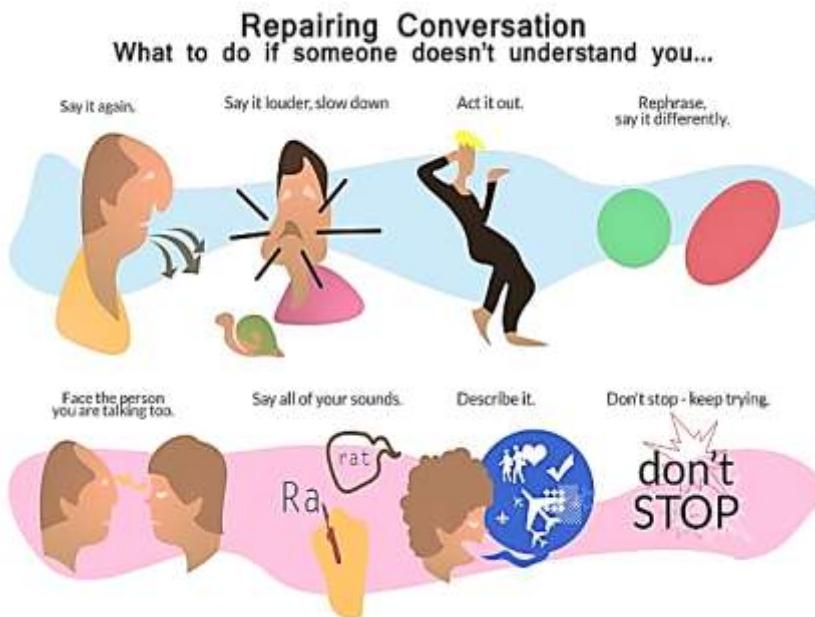
When miscommunication occurs, one can apply the Repair Communicative Strategy that includes requesting clarification, now acknowledging, topic shifting, not responding, repeating, recasting, and adding.

Repairing Conversation
What to do if someone doesn't understand you...

Say it again.   Say it louder, slow down   Act it out.   Rephrase, say it differently.

Face the person you are talking too.   Say all of your sounds.   Describe it.   Don't stop - keep trying.

Repair is the self-righting mechanism in any social interaction. If there is a problem in understanding the conversation, speakers will always try to address and correct it. Although this is the case, always seek to initiate the repair. One requests clarification by asking questions or using eyebrows, eyes, head or shoulders to show that the Message could not be understood. By not acknowledging the new situation, the situation already in progress will continue.

EXAMPLE:

There are 7,107 islands in the Philippines.

I beg your pardon, but the latest record of the number of islands in the Philippines is 7641 and not 7107.

More Examples:

- If everybody in the conversation seems to talk at the same time, give way and appreciate other's initiative to set the conversation back to its topic.
- The correct pronunciation of Nike is not nayk but nayki.
- Excuse me, but there are five (5) functions of Communication, not 4.
- I'm sorry, the word should be pronounced as Pretty not "priti".

TRY IT OUT!

ACTIVITY 12. Petpeeve, as defined is something that a particular person finds especially annoying. For this activity, think of those expressions/habits of the people you talk to that you find annoying or irritating. Write these pet peeves on the first column of the table below. Then, reflect and think of the possible solutions to the identified pet peeves and write them down in the second column.

PET PEEVES	SOLUTION
1. **Slow walker**	@ Be considerate to others walking behind you.

Here are some common pet peeves of people:

a. Chewing with mouth open
b. Constant complainers
c. Constant complainers
d. Continued arguing after proven wrong
e. Credit grabbers
f. Cutting in line
g. Dirty/unflushed shared toilets
h. Endless commercials
i. Interrupting
j. Invasion of personal space
k. Lack of respect for other's opinions
l. Making a big deal out of nothing
m. Not covering mouth when coughing or sneezing

n. Parents letting kids scream in public
o. Parking across two spaces
p. People acting sad to get attention
q. Stopping in the middle of a crowded path
r. Strong body odor
s. Talking during the movie
t. Talking over other people
u. Unreliable people who don't follow through
v. Willful ignorance

TERMINATION- Termination Communicative Strategy ends the interaction through verbal and nonverbal Messages that both Speaker and Listener send to each other. Sometimes the Termination is quick and short. Sometimes it is prolonged by clarification, further questions, or the continuation of the topic already discussed, but the point of the language and body movement is to end the communication.

This communicative strategy happens when the conversation participants' close initiating expressions that end topic in a conversation. Most of the time, the topics initiator takes the responsibility to signal the end of the discussion as well. People tend to utilize verbal and non-verbal signals to end the interaction. Although not all topics may have clear ends, try to signal the end of the topic through concluding cues. When you want to end a conversation, you simply don't log off or leave the other party hanging.

WAYS TO END A CONVERSATION

Please excuse me, I must go. I have a meeting in 30 minutes.

I am sorry, but I have to make an important phone call.

Excuse me, but I need to attend to something.

Have a nice afternoon!

I'd love to talk some more – when can we meet again?

I enjoyed our conversation.

I am glad we got to talk.

I will get in contact with you tomorrow about...

Let's talk about this some more next week.

Let's organize a meeting to discuss this further.

Take a look at these examples:

so... what is you favorite brand of pencil?

it's Linton.

I have to hit the sack - talk to you tomorrow! :)

What can you say about the conversation? Did the other party ended the conversation politely? If you were the other party, how will you end the conversation? _____

_____

_____

_____

What can you say about Mike's response on Luke's message? Will you respond the same way? Will you reply differently? If your answer is yes, what will your response be like?

_____

_____

TRY IT OUT!

Activity 13: Complete the dialogue with an appropriate closing:

Dialogue 1

Mark: Hi,Joshua.
Joshua: Hi, Mark. Did you go to the basketball game yesterday?
Mark: No, I went to the movies with my friends. Did our team win? No, they didn't. They lost.
Joshua: Did they lose by much?
Mark: They lost by twelve points.
Joshua: Oh, that's awful. Glad I didn't go.
Mark:_____
Joshua: _____

Dialogue 2

Ronald: Would you like to go dancing with me this evening?
Shiela: I'd love to, but I'm just getting over the flu.
Ronald: Well, why don't we do something else like go to a movie?
Shiela: Oh, no thanks, really, I'm still too weak for anything.
Ronald: Ok. How about dinner and dancing next Friday night?
Shiela: That sounds great. I'm sure I'll be all right by then.
Ronald:_____
Shiela:_____

You did great!
Now you know all the seven (7) communicative strategies that will help a lot in your daily life as a Senior High School student most especially in the English Language.

LET'S RECAP
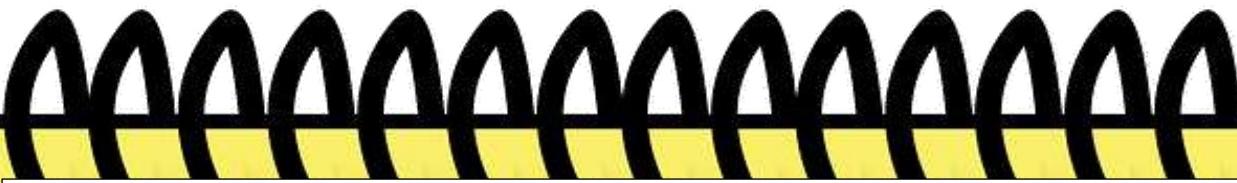
COMMUNICATIVE STRATEGIES are plans, ways or means of sharing information which are adopted to achieve a particular social, political, psychological, or linguistic purpose.

A speaker carries out **NOMINATION** to collaboratively and productively establish a topic. Basically, when you employ this strategy, you try to open a topic with the people you are talking to.

RESTRICTION in communication refers to any limitation you may have as a speaker. When communicating in the classroom, in a meeting, or while hanging out with your friends, you are typically given specific instructions that you must follow. These instructions confine you as a speaker and limit what you can say. Sometimes people are given unequal opportunities to talk because others take much time during the conversation.

TURN-TAKING pertains to the process by which people decide who takes the conversational floor.

TOPIC CONTROL covers how procedural formality or informality affects the development of topic in conversations.

TOPIC SHIFTING, as the name suggests, involves moving from one topic to another. In other words, it is where one part of a conversation ends and where another begins. In this communicative strategy, we also use effective **conversational transitions** to indicate a shift or change of ideas/topic.

REPAIR refers to how speakers address the problems in speaking, listening, and comprehending that they may encounter in a conversation.

TERMINATION refers to the conversation participants' close-initiating expressions that end a topic in a conversation.

e

You have reached the end of this module. You did very well in all the activities found here. Answer the remaining activities to finally assess what you have learned. Good luck!

POST TEST : ASSESS WHAT YOU HAVE LEARNED

Activity 14

Well let's take a look and check on what are the things you need to improve through these communicative strategies.

A. Below you see a box with words in it. Place the word on the space before each statement where it's described best.

Nomination	Restriction	Turn-Taking
Topic Control	Communicative Strategies	
Topic Shifting	Repair	Termination

16. _____ The primary idea is to give all communicators a chance to speak.

17. _____ When you apply this strategy, you try to open a topic to the people you are communicating with.

18. _____ Keeping the conversation going by asking questions and eliciting responses.

19. _____ These are plans, ways or means of sharing information which are adopted to achieve a particular social, political, psychological and linguistic purpose.

20. _____ Refers to any limitation you have as a speaker.

21. _____ Where part of a conversation ends and also begin.

22. _____ Overcoming communication breakdown to send more comprehensible message.

23. _____ Utilization of verbal and non-verbal signals to end the interaction.

B. Identify the communicative strategy used on the following statements. On the blank, write **N** if the statement shows **Nomination**, **RES** for **Restriction**, **TT** for **Turn**-taking, **TC** for **Topic Control**, **TS** for **Topic Shifting**, **REP** for **Repair** and **T** for **Termination**.

24. _____The correct pronunciation of Nike is not "nayk" nut "nayki".
25. _____ There's a new local film festival next month!
26. _____By the way, I found a purse, and its full of cash!
27. _____ Goodbye and Thank you Mr. Torres.
28. _____They say that the Philippine economy is getting better. Only the stupid thinks that, right?
29. _____You have the spotlight now.
30. _____You said that you like milk chocolates, but you also stated that dark chocolates are based from a single ingredient called cacao.

APPLY WHAT YOU HAVE LEARNED

ACTIVITY 15: CELEBRITY INTERVIEW

Put yourself in the shoes of your favorite celebrity (local or foreign). Answer the interview questions as if you are the male or female celebrity. Make sure that you employ all the concepts on Communicative Strategies that you have learned. Cut-out a picture of your chosen celebrity and paste it on top of your output (next page).

Questions for the male actor:

1. What advice do you have for the kids and teens who want to be actors?
2. How would you describe yourself in 5 words?
3. Are you planning to be in any other movies?
4. What is your greatest strength and weakness?

Questions for the female actor:
1. What advice do you have for the kids and teens who want to be an actor like you?
2. What makes you smile and what scares you the most?
3. What type of movie do you like to act in the most?
4. Describe the next five years of your life, and your plans.

Insert
Photo
Here

Name of Celebrity

CRAFT-A-COMIC!

Create a nine-frame Comic Strip focusing on the topic: 'THE NEW NORMAL IN THIS TIME OF COVID-19". Be guided by the rubrics in creating your comic strips.


RUBRICS:

Criteria:	
Idea:	40%
Creativity and impact :	20%
Artistic Skill:	20%
Originality:	20%

CLICK, WATCH AND LEARN!

- https://study.com/academy/lesson/what-are-communication-strategies-definition-types-examples.html

- https://www.youtube.com/watch?v=STiQ4BEV8ug

- https://www.youtube.com/watch?time_continue=25&v=yJG--x80VxI&feature=emb_title

Hurray!!!!! Congratulations for finishing this module! I'm pretty sure you will take the next modules so easy-breezy…. See you in the next!

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- **ACTIVITY 4: SEARCH FOR IT**
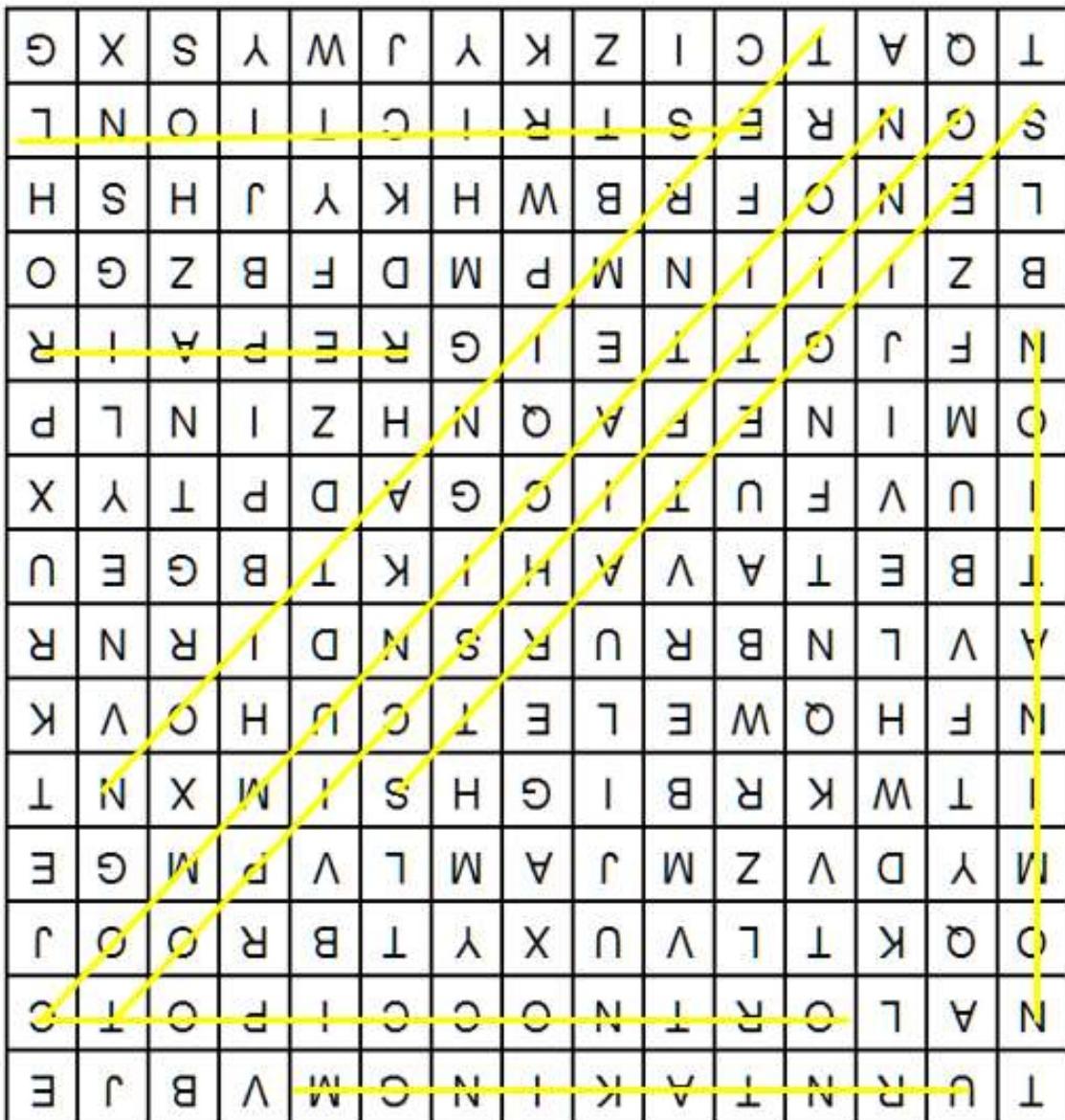
- **ACTIVITY 14 (POST TEST)**
    1. Turn Taking
    2. Nomination
    3. Topic Control
    4. Communicative Strategies
    5. Restriction
    6. Topic Shift
    7. Repair
    8. Termination

    B. Identify the communicative strategy used
    9. REP
    10. N
    11. TS
    12. T
    13. Restriction
    14. TT
    15. TC

    ** FOR ACTIVITIES 3, 6-10, 12-13 & 15: ANSWERS MAY VARY.**